

CALHOUN SCHOOL DISTRICT

203 Richland Avenue
St. Matthews, SC 29135

GRADES PK-12

ENROLLMENT 1,864 Students

SUPERINTENDENT Dr. Shirley Martin 803-655-7310

BOARD CHAIR Michael Drake 803-655-5034

FISCAL AUTHORITY County Council

THE STATE OF SOUTH CAROLINA

ANNUAL DISTRICT REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Districts with Students like Ours

Excellent

Good

Average

Below Average Unsatisfactory

0

1

9

5

0

IMPROVEMENT RATING:

EXCELLENT

ADEQUATE YEARLY PROGRESS:

NO

This district met 19 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Below Average	Unsatisfactory	N/A
2002	Average	Below Average	N/A
2003	Below Average	Unsatisfactory	No
2004	Average	Excellent	No

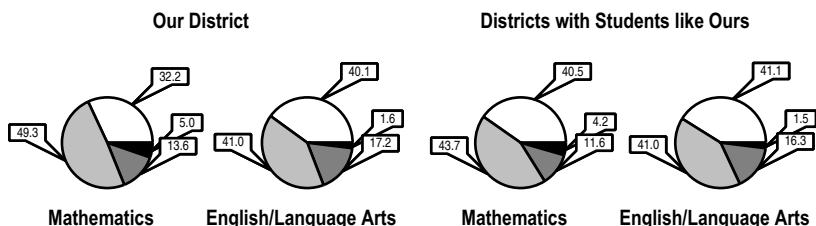
DEFINITIONS OF DISTRICT RATING TERMS





- **Excellent** - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- **Good** - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- **Average** - District performance meets the standards for progress toward the 2010 SC Performance Goal
- **Below Average** - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- **Unsatisfactory** - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

78.4%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	Our District			Districts with Students like Ours		
Percent	2004	2005	2006	2004	2005	2006
Passed both subtests	69.6	N/A	N/A	64.1	N/A	N/A
Passed 1 subtest	17.9	N/A	N/A	17.5	N/A	N/A
Passed no subtests	12.5	N/A	N/A	18.4	N/A	N/A

ELIGIBILITY FOR LIFE SCHOLARSHIP*

Percent of	Our District	Districts with Students like Ours
Seniors eligible for LIFE Scholarships at four-year institutions*	0.0	5.5
Seniors who met the SAT/ACT requirement	0.0	5.5
Seniors who met the grade point average	31.7	38.1

*Using only the SAT/ACT and grade point average requirements

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	869	99.5	40.1	41.1	17.2	1.6	18.8
Gender							
Male	448	99.6	50.4	35.4	13.8	0.5	14.3
Female	421	99.5	29.5	47.0	20.8	2.7	23.5
Racial/Ethnic Group							
White	209	100.0	21.8	45.6	29.0	3.6	32.6
African-American	636	99.4	46.1	40.2	13.0	0.8	13.8
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	20	100.0	36.8	31.6	26.3	5.3	31.6
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	782	99.6	36.6	42.8	18.8	1.7	20.6
Disabled	87	98.9	72.0	25.6	2.4	0.0	2.4
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	868	99.5	40.0	41.1	17.2	1.6	18.8
English Proficiency							
Limited English Proficient	13	100.0	58.3	16.7	25.0	0.0	25.0
Non-Limited English Proficient	856	99.5	39.9	41.5	17.1	1.6	18.7
Socio-Economic Status							
Subsidized meals	731	99.5	42.7	41.5	14.6	1.3	15.9
Full-pay meals	138	100.0	26.7	38.9	31.3	3.1	34.4
Mathematics							
All Students	869	99.7	32.2	49.3	13.6	5.0	18.5
Gender							
Male	448	99.8	36.3	49.1	11.6	3.1	14.7
Female	421	99.5	28.0	49.5	15.6	6.9	22.5
Racial/Ethnic Group							
White	209	100.0	22.8	44.6	23.3	9.3	32.6
African-American	636	99.5	35.8	50.9	10.1	3.1	13.3
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	20	100.0	10.5	47.4	21.1	21.1	42.1
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	782	99.7	28.2	51.5	14.8	5.5	20.3
Disabled	87	98.9	68.3	29.3	2.4	0.0	2.4
Migrant Status							
Migrant	1	I/S	I/S	I/S	I/S	I/S	I/S
Non-Migrant	868	99.7	32.1	49.3	13.6	5.0	18.5
English Proficiency							
Limited English Proficient	13	100.0	16.7	66.7	16.7	0.0	16.7
Non-Limited English Proficient	856	99.7	32.4	49.0	13.5	5.0	18.6
Socio-Economic Status							
Subsidized meals	731	99.6	34.1	51.1	11.1	3.7	14.8
Full-pay meals	138	100.0	22.1	39.7	26.7	11.5	38.2

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	164	95.1	9.7	48.4	41.9	N/A	41.9
	Grade 4	158	97.5	24.2	51.5	24.2	N/A	24.2
	Grade 5	149	99.3	47.8	42.0	10.1	N/A	10.1
	Grade 6	153	98.0	48.5	34.8	15.2	1.5	16.7
	Grade 7	173	97.1	44.9	42.9	12.2	N/A	12.2
	Grade 8	171	98.2	54.2	38.7	6.3	0.7	7.0
2004	Grade 3	116	100.0	24.3	32.2	40.0	3.5	43.5
	Grade 4	155	100.0	31.0	48.4	19.4	1.3	20.6
	Grade 5	163	98.8	53.2	41.0	5.1	0.6	5.8
	Grade 6	140	99.3	45.3	36.7	18.0	N/A	18.0
	Grade 7	146	100.0	41.0	45.8	12.5	0.7	13.2
	Grade 8	149	99.3	42.5	44.5	9.6	3.4	13.0

Mathematics								
2003	Grade 3	164	98.2	15.6	75.0	9.4	N/A	9.4
	Grade 4	158	97.5	36.4	54.5	3.0	6.1	9.1
	Grade 5	149	100.0	43.5	47.8	8.7	N/A	8.7
	Grade 6	153	99.3	37.3	39.6	17.9	5.2	23.1
	Grade 7	173	99.4	44.3	40.3	10.7	4.7	15.4
	Grade 8	171	98.8	44.1	47.6	6.3	2.1	8.4
2004	Grade 3	116	100.0	20.0	54.8	20.0	5.2	25.2
	Grade 4	155	100.0	31.0	51.0	11.6	6.5	18.1
	Grade 5	163	99.4	35.0	53.5	7.6	3.8	11.5
	Grade 6	140	98.6	26.1	50.7	18.1	5.1	23.2
	Grade 7	146	100.0	33.3	43.1	17.4	6.3	23.6
	Grade 8	149	100.0	48.3	41.5	8.2	2.0	10.2

SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

These schools will be reported in a separate document.

DEFINITION OF SCHOOLS IN "SCHOOL IMPROVEMENT STATUS"

Title I schools that fail to make adequate yearly progress for two consecutive years

HSAP PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts							
All Students	121	92.6	13.4	42.9	25.9	17.9	43.8
Gender							
Male	53	92.5	20.4	44.9	28.6	6.1	34.7
Female	68	92.6	7.9	41.3	23.8	27.0	50.8
Racial/Ethnic Group							
White	21	95.2	20.0	25.0	30.0	25.0	55.0
African-American	98	91.8	12.2	46.7	24.4	16.7	41.1
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	110	91.8	6.9	46.5	26.7	19.8	46.5
Disabled	11	100.0	72.7	9.1	18.2	N/A	18.2
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	121	92.6	13.4	42.9	31.8	17.9	43.8
English Proficiency							
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	119	92.4	13.6	42.7	25.5	18.2	43.6
Socio-Economic Status							
Subsidized meals	83	94.0	15.4	47.4	21.8	15.4	37.2
Full-pay meals	38	89.5	8.8	32.4	35.3	23.5	58.8

Mathematics							
All Students	121	90.9	28.2	30.0	31.8	10.0	41.8
Gender							
Male	53	88.7	36.2	23.4	36.2	4.3	40.4
Female	68	92.6	22.2	34.9	28.6	14.3	42.9
Racial/Ethnic Group							
White	21	95.2	35.0	15.0	25.0	25.0	50.0
African-American	98	89.8	27.3	31.8	34.1	6.8	40.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	110	90.9	22.0	32.0	35.0	11.0	46.0
Disabled	11	90.9	90.0	10.0	N/A	N/A	N/A
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	121	90.9	28.2	30.0	31.8	10.0	41.8
English Proficiency							
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	119	90.8	28.7	28.7	32.4	10.2	42.6
Socio-Economic Status							
Subsidized meals	83	91.6	34.2	30.3	28.9	6.6	35.5
Full-pay meals	38	89.5	14.7	29.4	38.2	17.6	55.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PERFORMANCE BY STUDENT GROUPS

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarships*		Graduation Rate		Met State Objective
	n	%	n	%	n	%	
All students	107	91.6%	82	0.0%	95	81.1%	N/A
Gender							
Male	53	88.7%	39	0.0%	49	75.5%	
Female	54	94.4%	43	0.0%	46	87.0%	
Racial/Ethnic Group							
White	16	93.8%	14	0.0%	16	87.5%	
African American	89	91.0%	65	0.0%	76	78.9%	
Asian/Pacific Islander	N/A	N/A	0	N/A	N/A	N/A	
Hispanic	2	I/S	3	I/S	3	I/S	
American Indian/Alaskan	N/A	N/A	0	N/A	N/A	N/A	
Disability Status							
Not disabled	100	93.0%	82	0.0%	86	86.0%	
Disabilities other than speech	7	71.4%	0	N/A	9	33.3%	
Migrant Status							
Migrant	N/A	N/A	0	N/A	N/A	N/A	
Non-migrant	107	91.6%	82	0.0%	N/A	N/A	
English Proficiency							
Limited English proficient	N/A	N/A	1	I/S	1	I/S	
Non-LEP	107	91.6%	81	0.0%	93	81.7%	
Socio-Economic Status							
Subsidized meals	74	90.5%	45	0.0%	66	75.8%	
Full-pay meals	33	93.9%	37	0.0%	29	93.1%	

* Using only the SAT and grade point average requirements

n = number of students on which percentage is calculated

EXAM PASSAGE RATE BY SPRING 2004

	Our District	Districts with Students like Ours
Percent	91.6%	91.5%

GRADUATION RATE

	Our District	Districts with Students like Ours
Number of Students	95	200
Number of Diplomas	77	141
Rate	81.1%	72.5%

2003-04 COLLEGE ADMISSIONS TESTS

SAT	Verbal		Math		Total	
	2003	2004	2003	2004	2003	2004
District	403	413	395	430	798	843
State	493	491	496	495	989	986
Nation	507	508	519	518	1026	1026

ACT	English		Math		Reading		Science		Total	
	2003	2004	2003	2004	2003	2004	2003	2004	2003	2004
District	15.5	15.1	15.7	16.6	16.2	14.4	16.5	16.9	16.1	15.9
State	18.7	18.8	19.0	19.1	19.4	19.4	19.2	19.3	19.2	19.3
Nation	20.3	20.4	20.6	20.7	21.2	21.3	20.8	20.9	20.8	20.9

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

DISTRICT PROFILE

	Our District	Change from Last Year	Districts with Students Like Ours	Median District
Students (n= 1,864)				
First graders who attended full-day kindergarten	28.7%	N/C	100.0%	97.2%
Retention rate	4.8%	Down from 5.2%	6.5%	5.3%
Attendance rate	94.9%	Up from 94.3%	96.1%	96.2%
Students with disabilities other than speech taking PACT (ELA) off grade level	2.1%		8.2%	5.8%
Students with disabilities other than speech taking PACT (Math) off grade level	2.1%		7.1%	5.1%
Eligible for gifted and talented	6.7%	Down from 7.0%	6.7%	11.6%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	7.2%	Down from 7.3%	10.9%	10.9%
Older than usual for grade	6.7%	Up from 2.1%	6.7%	5.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	6.1%	Down from 7.8%	1.9%	1.1%
Enrolled in AP/IB programs	0.0%	Down from 5.0%	8.2%	9.9%
Successful on AP/IB exams	N/AV	N/AV	N/AV	N/AV
Enrolled in adult education GED or diploma programs	157	No change	157	157
Completions in adult education GED or diploma programs	37	Down from 43	15	39
Annual dropout rate	1.7%	Up from 0.0%	2.7%	2.9%
Teachers (n= 147)				
Teachers with advanced degrees	59.2%	Up from 55.1%	46.6%	50.0%
Continuing contract teachers	85.0%	Down from 86.5%	81.5%	84.6%
Highly qualified teachers**	94.1%	N/A	91.6%	92.5%
Teachers with emergency or provisional certificates	4.3%		8.8%	4.4%
Teachers returning from previous year	91.7%	Down from 91.9%	87.6%	89.9%
Teacher attendance rate	93.6%	Down from 94.9%	94.1%	94.7%
Average teacher salary	\$43,446	Up 3.2%	\$38,088	\$40,566
Vacancies for more than nine weeks	0.0%	N/C	0.7%	0.3%
Prof. development days/teacher	7.9 days	Down from 11.1 days	12.1 days	12.0 days
District				
Superintendent's years at district	1.0	Up from 0.5	3.0	3.0
Student-teacher ratio in core subjects	18.3 to 1	Up from 17.7 to 1	19.9 to 1	21.0 to 1
Prime instructional time	87.0%	Up from 86.5%	88.2%	89.5%
Dollars spent per pupil*	\$8,831	Down 1.0%	\$8,058	\$7,217
Percent of expenditures for teacher salaries*	53.2%	Down from 54.9%	54.1%	55.6%
Opportunities in the arts	Excellent	Up from Good	Good	Excellent
Parents attending conferences	70.6%	Up from 65.6%	93.8%	97.3%
Number of schools	4	No change	5	8
Number of magnet schools	4	Up from 0	0	0
Number of charter schools	0	No change	0	0
Number of alternative schools	0	No change	0	0
Portable classrooms	14.6%	Up from 11.9%	5.5%	4.3%
Average age in years of school facilities	18	Up from 17	28	26
Number of schools with SACS accreditation	4	No change	4	8
Average administrator salary	\$71,992		\$64,324	\$67,300

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	96.7%	91.1%
	State Objective	Met State Objective
Highly qualified teachers**	65.0%	Yes
Student attendance rate	95.3%	No

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

SCHOOL DISTRICT GOVERNANCE

Board Membership	5 trustees elected to single-member seats
Fiscal Authority	County Council
Average Number of Hours of Training Annually	34.0 per board member
Percent new trustees completing orientation	100.0%

DISTRICT SUPERINTENDENT'S REPORT

Calhoun County Public Schools are moving forward swiftly. We believe all students can learn at high levels and are working diligently to prove it. Our focuses for 2004-2005 are as follows:

~ District wide comprehensive literacy program that ensures phonetic awareness, phonics fluency, vocabulary, and comprehension.

~ 9th Grade Academy to be established at Calhoun County High School focusing on a very strong rigorous beginning.

~ Extended year opportunities for students needing more that the 9 months for mastery.

~ Extended day programs for students needing assistance with homework and reinforcement of skills.

~ Parenting programs to support the efforts of our children's first teachers.

~ Montessori program to offer another approach to early learning.

We continue in our pursuit of excellence for all children. We believe in all of our children and are working diligently to ensure their sucess.

Dr. Shirley Martin, Superintendent